

# November 十一月



November is the perfect time of the year to introduce the theme of "family". Students can share the family projects that they complete this month with their families during the Thanksgiving holiday. They can also make comparisons between the American harvest holiday, Thanksgiving, and the Chinese harvest holiday, the Mid-Autumn Festival, which was introduced in September. Some Thanksgiving-related activities are included in this month for students to make connections with the content area curriculum which addresses this important American holiday.

十一月适逢感恩节，很适合介绍“家人”这个主题。学生可以做一些简易手工，与家人分享。高年级的学生可以比较美国的感恩节和中国的中秋节的异同。同时，老师也可以运用“感恩节”主题加强学生在数学和其他相关学科上的技能。

## November Calendar 十一月月历

### ☆ 1. Coloring Activity: Giant Panda 涂颜色：大熊猫 ..... 164

Introduce the topic of pandas by showing students the pictures and photographs of pandas available from library books or the Internet. It is even possible to let the class view online images from a live panda cam at the National Zoo to see what the pandas there are up to at any given time.

Explain to students that pandas spend a great part of each day eating, sleeping, and playing. Model how to write the Chinese characters for panda and bamboo on the board. Discuss the appropriate colors to use for this worksheet, for example, the bamboo should be green and the panda's hands and feet should be black.

在向学生介绍大熊猫时，老师可展示书上或网上的一些大熊猫的图片，也可让学生到国家动物园的网站看熊猫生活直播。

老师可先简短地介绍熊猫喜欢做的三件事：吃、玩、睡觉。在学生涂颜色之前，老师可在黑板上指导“大熊猫”和“竹子”的汉字写法，并讨论图画上合适的颜色，例如：竹子是绿色的，熊猫的手脚是黑色的等。

### ☾☉ 2. My November Calendar 我的十一月月历 ..... 165

The calendar worksheet gives a general overview of the month's dates and important events. Through repeated practice every month, students will become more familiar with the numbers, dates, days of the week and other related words in the calendar. It also helps them recognize holidays and birthday celebrations in this month.

The image of the giant panda's round, black and white body is appealing to students all over the world. In this month's activities, we have included many fun activities about giant pandas. For a start, students may use the coloring picture of the panda on page 164 to make a poster calendar for the month.

每个月的月历练习让学生有机会预习或复习本月份的重要节日，及家人或朋友的生日。藉由重复的练习，学生可以更熟练地掌握数字、日期。另外，本月的文化主题包括大熊猫。大熊猫黑白两色、滚圆敦厚的模样一直深受孩子们喜爱。因此，低年级学生可以用熊猫秋千图和月历来制作本月份的挂历。

### ☾☉ 3. What's Happening in November? 十一月知多少? ..... 166

This worksheet helps students become more familiar with the numbers and dates in the month of November.

如前文所述，这个练习能加强学生关于数字和日期的中文能力。

## My Family 我的家

### ☆ 1. Vocabulary Flash Cards: Family 词卡：我的家 ..... 167

These are basic words related to the family. Teachers may prepare a set of enlarged and colored pictures as visual aids.

这些是介绍家人的基本词汇。老师可以将词语和图片放大，制成词卡作为教具。

### ☆ 2. Vocabulary Game: Do You Have...? 词汇游戏：你有没有……？

Invite a volunteer to the front of the classroom to answer questions about his/her family. Display selected vocabulary flash cards showing family members, and ask the following questions:

你有没有……？ (Nǐ yǒu méi yǒu .....?) (Do you have...?)

Model the answers “有(yǒu)” with your palm facing up or a “thumbs up” sign, and “没有(méi yǒu)” with your palm facing down, moving it side to side.

When a student responds “有(yǒu)” to a question on siblings, follow up with the question “有几个(yǒu jǐ gè)?”

When he/she has answered a few questions, ask the class a question about that student's family using the sentence patterns:

他/她有没有……？ (Tā yǒu méi yǒu .....?) Or

他/她有几个……？ (Tā yǒu jǐ gè .....?)

The student who answers correctly goes to the front of the classroom to answer questions about his/her family.

请学生上台回答“你有没有（哥哥、姐姐……）”。老师用手势表示“有”（手掌朝上或竖大拇指）和“没有”（手掌朝下左右晃动）。接着问：“有几个？”然后，转问其他学生：“他/她有没有……？”“他/她有几个……？”答对的学生可以上台继续和老师对话。

### ☆ 3. Vocabulary Game: Stand Up If You Have Any...

词汇游戏：如果你有……，你就站起来

After introducing vocabulary words for family members, a fun way to check comprehension and to find out if students have siblings is to ask them to stand up if they have any younger/older brothers and sisters. Use the following sentence pattern:

如果你有……，你就站起来。(Rú guǒ nǐ yǒu……, nǐ jiù zhàn qǐ lái.)

Choose any student who stands to ask him/her the follow-up question, “有几个? (Yǒu jǐ gè?)” to find out how many. Provide the choices yí gè, liǎng gè, sān gè... (one, two, three, ...) using your fingers so that students can respond in Chinese. At the end of this activity, ask students who have no siblings to stand up for a moment. This would be an appropriate time to explain to the class that millions of children in China do not have brothers or sisters.

(\*We feel it is best not to ask children if they have a mother or father. There are too many circumstances that could make answering this question uncomfortable for some children.)

当教完“家人”的词汇后，如果要考一下学生的掌握情况，并了解一下他们是否有兄弟姐妹，老师可以说：“如果你有……，你就站起来。”

孩子站起来后，老师接着问“有几个？”。老师根据学生的答案，用手势比划“一个”、“两个”、“三个”……，并让学生用中文说出来。最后，老师可以让没有兄弟姐妹的孩子站起来，并顺便介绍中国的孩子大部分都是独生子女，没有兄弟姐妹。

（注：最好不要问孩子是否有父母。有些孩子家庭情况复杂，可能难以回答这个问题。）

#### ☆ 4. Vocabulary Game: Where Is Dad? 词汇游戏：爸爸在哪里？

This activity works best with smaller groups. Ask students to sit in a large circle on the floor. Turn all of the family flash cards face down in the middle of the circle. Starting with the student to your left, ask, “爸爸在哪里？(Bà ba zài nǎ lǐ?)” The first student turns one card over. If it is the 爸爸(bà ba) card, he/she can keep it. If not, the next child takes a turn. Continue with each family member card until they are all turned over. To retrieve the flashcards from the students, ask for them one at a time so that the class can benefit from more practice.

建议分小组进行这项活动。让学生在地板上坐成一圈，把“家人”词卡正面向下放在圈中。老师从自己左手边的学生开始，问他：“爸爸在哪里？”让他翻开一张卡，如果是“爸爸”，卡片归他；如果不是，轮到下一个学生。如此轮流，翻完所有词卡。当要收回学生手中的卡片时，每次只叫一张，这样学生可以再复习一遍所学词汇。

#### ☆ 5. Song: Oh My Family 儿歌：我的家 ..... 168

Children are familiar with the melody of “Oh My Darling”. Teachers may lead the class to sing this tune with the Chinese lyrics. When they become familiar with the song, ask volunteer students to perform in front of the class. (\*Try to avoid making any individual perform if he/she is unwilling.)

学生们对“Oh My Darling”这首歌的曲调非常熟悉。老师可带着学生用中文歌词先唱几遍，在他们练熟后，可请他们上台表演。（注：如果有些学生没有表演意愿，不要勉强。）

#### ☆ 6. Word Search: My Family ① 找一找：我的家 ● ..... 169

Word Hunt or Word Search is a popular game. If young children are not familiar with the rules, teachers may explain that the provided words can be found in the puzzle, appearing horizontally, vertically, or diagonally, forwards or backwards.

找词游戏很常见。如果有学生不懂规则，老师可以向他们解释怎样从各个方向寻找词汇，如从左向右、从右向左、从上到下、从下到上，或沿对角线寻找。

#### ☾ 7. Word Search: My Family ② 找一找：我的家 ● ..... 170

This activity will help students improve their reading skills. It will also reinforce their math skills as it requires students to count the number of times each vocabulary item appears within this grid.

这个找词游戏可以提高学生的阅读技能，也可以让学生练一下数学。学生需要数一下每个词自己到底找到了几个。

#### ☆ 8. Pinyin Practice: My Family 写拼音：我的家 ..... 171

This worksheet is a follow-up activity to be used after students have learned the vocabulary on the family on page 171. Such fun activities will enhance students' memory as well as their pinyin and vocabulary skills.

学生们学过“家人”词汇后，可以通过这个练习来巩固词汇和拼音。

☆ 9. **Drawing Activity: My Family** 画一画：我的家..... 172

In this activity, children are encouraged to use their creativity to draw pictures or display photographs of their family members and label them in Chinese. They can decorate the picture of the house and its surroundings. Have students recall a family gathering or other family events such as a birthday celebration, wedding, picnic, barbecue, sporting event, etc. Upon completion of the activity sheet, students take turns introducing their family members to the class while showing their art work as well.

小孩子富有创意，可以让他们在这张练习纸的房子图上贴上自己和家人的照片，或画出自己和家人，然后用中文标明各位家人，接着再把房子装饰起来。老师还可以启发学生让作品表现出家人聚会的场景，如庆祝生日、婚礼、野餐、烧烤、体育比赛等。完成后，让学生轮流展示自己的作品，并介绍自己的家人。

☆ 10. **Art Project: Paper House** 创意手工：纸房子..... 173

It would be helpful if teachers could provide colorful origami paper for this project. Otherwise, colored construction paper (9"x12") can be used instead. Guide students to follow the instructions in making a paper house. Upon completion, ask students to draw and label their family members in Chinese. (See examples of past student work on p. 328)

建议用彩纸来做这个作业，也可用彩色图画纸代替，尺寸为9"x12"。按照说明折出房子。折好后，可让学生画出自己的家人并用中文标示。(作品展示见p. 328)

☆ 11. **Writing Activity: Names of My Family Members** 写一写：家人的名字..... 174

This worksheet helps students focus on speaking and listening skills. Students will fill out the blanks with the names of their family members. Cross out the blanks where they do not apply. Then invite volunteers to the front of the classroom to read out the information they have filled in to the class. When he/she is finished, ask the class 2 or 3 questions, such as:

他/她的爸爸叫什么名字？

他/她的妹妹叫什么名字？

他/她的朋友叫什么名字？

(Note: Question 8: Friend's name - Be sensitive to students who may feel upset if their names are not mentioned. You may avoid this by asking students to give their pet's name, make up a name, or write the names of celebrities.)

这个活动进一步锻炼学生的听说能力。让学生把自己家人的名字填在空栏里，不适用的则可不填。然后让学生自愿上台，把完整的句子念出来。念完后，老师向全班提问：

他/她的爸爸叫什么名字？

他/她的妹妹叫什么名字？

他/她的好朋友叫什么名字？

(注：关于第八题“好朋友的名字”：学生如果要说出多个好朋友的名字或宠物的名字，老师可自行决定是否可以。如果学生说的是同班某同学的名字，要注意其他没被提到名字的同学可能会不开心。可考虑让学生编一个名字，或用名人的名字。)

☆ 12. **Mini-Book: I Love My Family** 我的小书：我爱我的家..... 175

To make the family book project a little more challenging, provide the sentence patterns:

这是我的 \_\_\_\_\_. (Zhè shì wǒ de \_\_\_\_\_.)

Students can fill in the blanks with characters, pinyin, or both. In addition to the vocabulary on the

family, students who have a smaller family may also add 朋友 (friend), 老师 (teacher) or other words to fill in the extra blanks. Some students may wish to paste photographs of their family members or friends instead of drawing pictures. When students have completed the project, have them read their book to a partner or to the class. The teacher may provide assistance if necessary. Paste the vocabulary words for members of their family onto the pages of their family books.

这本小书让学生通过“这是我的\_\_\_\_\_。”这个句型进一步熟悉“家人”词汇。老师可根据学生的程度，灵活要求他们在横线上填写汉字或拼音。家人少的学生，可增加“朋友”、“老师”等词来填空。有些学生可能喜欢用家人的照片代替绘画。小书做完后，老师请学生在班上朗读他们的小书，并视情从旁协助。不会写汉字的孩子，可将前面学过的词卡上的词剪下，贴在小书上。

### ☆ 13. Survey: Your Family 问卷：你的家 ..... 177

Students will use the interview form to interview 10 classmates or friends and record their answers. If the answer to Question 1 is “no”, have students record “0” in the proper box. If the answer is “yes”, ask Question 2.

As an extension to the activity, you can consolidate the survey results on the board by drawing a graph that includes all the students’ responses.

学生对十位同学或朋友作家庭成员的问卷调查。如果第一个问题答案是“没有”，在相应的格子里记“0”。如果答案是“有”，接着问第二个问题。老师也可以汇总全班的问卷，在黑板上画出总图表。

## Vocabulary on the Extended Family

### 14. Vocabulary Chart: Family Tree 认一认：家庭树 ..... 178

Using this family tree as a model, students will learn the terms of address of the extended family members and further develop their knowledge of relationships among family members. Students may then go on to draw their own family tree.

Another creative family project is having students choose an item or icon to represent each family member. In past years, students have made creative and beautiful projects using flowers, balloons, stars and other objects to represent their families. This is a great way for children to be able to include anyone they wish in their family project. Your students will feel proud of their work and look forward to taking their projects home to share with their families.

以本页的“家庭树”为样本，引导学生了解中国大家庭中，父系和母系亲属的关系和称呼。学生可根据各自家庭的具体情况，做出自己的家庭树。

另一富有创意的办法，是让学生在“家庭树”的手工时，可选择某一种图案来代表家人，如花、气球、星星等，并可把任何自己喜欢的人都放进这棵“家庭树”。学生会很喜欢自己的手工，并乐于与家人分享。

### 15. Rap: Extended Family 说唱：来来来，听我说 ..... 179

In comparison to the Family Tree project, this activity is more complicated. With the help of a creative sense of rhythm, doing this rap can be really fun! Try using castanets or some other percussion instrument to set the rhythm. This activity can be modified to a simpler version for beginners.

与“家庭树”相比较，这个“说唱”活动更具体地说明了各家庭成员之间的关系。想一点办法，就可以让学习变得妙趣横生！让学生大声念出这首绕舌歌，同时用响板打出节奏。对于初学中文的学生，可以编一个简化版。

## Thanksgiving 感恩节

### ☆ 1. Vocabulary Flash Cards: Thanksgiving ① 词卡：感恩节 180

### ☆ 2. Vocabulary Flash Cards: Thanksgiving ② 词卡：感恩节 181

### ☆ 3. Group Activity: Thanksgiving Dinner ① 集体游戏：感恩节大餐 182

After students have learned the vocabulary for Thanksgiving using the Vocabulary Flash Cards, tell the class they are going to have a Thanksgiving feast in class. Each student will draw, label and decorate his/her favorite food on a paper plate. If it is difficult for students to draw objects like turkeys or write in Chinese, they may cut out the pictures and words on pages 180 and 181 and paste them onto the picture of the plate. When they have finished the activity, have students sit on the rug in a big circle and put their plates in front of them to simulate a Thanksgiving feast. They will take turns to present their choices of food items in front of the class. Beginner students can present their choices using the sentence 'Wǒ ài chī \_\_\_\_.' Intermediate and advanced learners may use the following sentence pattern: 我的盘子里有 \_\_\_\_、\_\_\_\_、\_\_\_\_ 和 \_\_\_\_。(There are... on my plate.)

教过感恩节相关词汇后，教师告诉学生班上要举行“感恩节大餐”。给学生每人发一只纸盘，让他们在纸盘上画上自己最喜欢的食物、标出名称并进行装饰。画画或写汉字比较困难的学生可剪下感恩节词卡上的图和词汇贴在盘子里。作品完成后，请全体学生坐在地毯上围成一圈，把纸盘放在面前假扮享用感恩节大餐，并轮流介绍自己的食物：

低年级的学生可说：“我爱吃 \_\_\_\_。”

中高年级的学生则可说：“我的盘子里有 \_\_\_\_、\_\_\_\_、\_\_\_\_ 和 \_\_\_\_。”

### ☆ 4. Group Activity: Thanksgiving Dinner ② 集体游戏：感恩节大餐

Students prepare their Thanksgiving dinner on the plates, as described above. This time they need to write their names on the back of the plate, so no one knows who the plate belongs to. The teacher will tape their plates on the board and divide the class into two teams. Invite a volunteer to tell the class about his/her choices for Thanksgiving dinner in Chinese. (Beginners will say the food items; more advanced students are encouraged to present their choices in sentences, such as: 感恩节，我吃 \_\_\_\_ 和 \_\_\_\_。(Gǎn ēn jié, wǒ chī \_\_\_\_ hé \_\_\_\_.) The other students on each team will have to find the right plate as soon as possible. The student who finds the correct plate first wins a point for his/her team. Students take turns to describe the food on their plates.

让学生在“感恩节大餐”纸盘背面写上自己的名字，交给老师。老师将纸盘挨个儿贴在黑板上，请一位学生上台用中文说出自己喜欢的某个纸盘中的食物。低年级学生说出食物名字即可，中高年级学生要尽量说完整的句子，例如：“感恩节，我吃 \_\_\_\_ 和 \_\_\_\_。”

其他的学生则分成两组，哪组先找出那位学生所说的纸盘就得一分。

### ☺ 5. Word Search: Thanksgiving ① 找一找：感恩节 183

This activity helps students to recall and identify basic vocabulary related to the Thanksgiving. In addition, students practice their math skills by counting the number of times each vocabulary item appears in the grid.

这个找字游戏可帮助学生复习和辨认最基本的感恩节词汇。同时，他们还可以应用一下自己的数学能力，数一下每个词汇出现的次数。

# 6. Word Search: Thanksgiving ② 找一找：感恩节 ② ..... 184

This activity helps students build vocabulary and develop knowledge of pinyin in an interesting way. Have them write the pinyin for each term given in English before locating it in the grid.

这个找字游戏帮助学生巩固感恩节词汇及其拼音。学生需要首先把字库中的英文单词用汉语拼音写出，然后在找字游戏框内把相关的拼音找出来。

# 7. Word Search: Thanksgiving ③ 找一找：感恩节 ③ ..... 185

This activity helps students to read and write Chinese characters related to the Thanksgiving holiday. They may refer to the Vocabulary Flash Cards to find the Chinese characters and fill in the blanks.

这个找字游戏可以进一步锻炼学生对感恩节词汇的读写能力。学生可以参考词卡，接着填空，然后再找字。

# ☆ 8. Coloring Activity: Look at Me! 涂颜色：看看我！画画我！ ..... 186

To add to the holiday excitement, students will review number and color terms in Chinese by engaging in this coloring activity. Before the students get started, help the class review the numbers and colors using visual aids, flash cards, or authentic objects in the classroom. When they have completed the activity, have students display their work on the board and ask the entire class to vote for "Mr. Turkey" and "Miss Turkey" (火鸡先生和火鸡小姐) – the most attractive-looking 'turkeys'. Reward the children whose work received the most votes with a paper crown and a certificate. (See examples of past student work on p. 328)

这个涂色活动有助于学生复习中文数字和色彩词汇，并感受到快乐的感恩节气氛。活动开始前，用教具、词卡等帮助学生复习数字和色彩词汇。当学生完成涂色后，让他们在黑板上展示作业，并由全班投选出作品最美的“火鸡先生”和“火鸡小姐”。教师给获奖者颁发纸质王冠和获奖证书（如下所示）：

\_\_\_\_\_ 火鸡先生 / 小姐：

你是今年（20 \_\_\_\_\_）最美丽的火鸡。

(作品展示见p. 328)

# ☆ 9. Coloring Activity: Where Is My Tail? 涂一涂，连一连：我的尾巴不见了！ ..... 187

By connecting the dots numbered in Chinese characters from 1-30, students will enjoy making this fun holiday picture. If you are familiar with the popular children's song (see the original and modified lyrics below), you may sing it with the class before they begin to do this worksheet.

When singing the song, lead the class to tuck both hands under their arms and act like a turkey ("Gobble, Gobble, Gobble!"). Flap your arms up and down like wings. Encourage students to create their own body movements.

学生在做这个涂色活动时，可充分感受到节日的乐趣。让学生先把数字一到三十连起来，然后进行涂色。熟悉下面这首歌的老师，可对歌词稍加改编，在学生连线涂色之前，先教他们唱。唱这首歌时，老师带领全班把两手夹在腋下，模仿火鸡咯咯叫；然后上下挥动手臂，模仿火鸡拍翅膀。也可让学生用自己的动作边演边唱。

原歌词：哎呀，不得了，实在真糟糕！我的一块钱，跑到哪儿去了？快来找一找，快来找一找，原来——它就在我的口袋里。



改编歌词：哎呀，不得了，实在真糟糕！我的大尾巴，跑到哪儿去了？快来找一找，快来找一找，原来——它就在我的大腿（屁股）上。

### 😊 10. Art Project: Thanksgiving Turkey 创意手工：感恩节火鸡 ..... 188

This activity is designed to give students the opportunity to use the new Chinese vocabulary they have just learned in a meaningful context. After reviewing the vocabulary lists of family members and Thanksgiving foods in Chinese, guide students in filling in the blanks and decorating the turkey on the activity sheet. Next, have students cut out the shape along the dotted line and glue it on a piece of construction paper. It is recommended that teachers make copies of the turkey on orange paper, or provide orange or brown construction paper as the base to match this seasonal theme. This will make an excellent project for a Thanksgiving bulletin board display.

Before the lesson ends, encourage students to present their work in front of the class by talking about who they are thankful for. Students will be thrilled to hear about the teacher and friends whom their classmates are thankful for.

这个手工活动把“家人”和“感恩节食物”两种词汇结合起来。老师先带全班学生复习这两组词汇后，让学生在纸上填空，然后给火鸡涂色，接着让他们把火鸡剪下，贴到彩色图画纸上。考虑到感恩节的节日色调，建议老师将此页用橙色纸复印给学生，或让学生把作业贴到橙色或棕色的图画纸上。这样的作品很适合贴在感恩节展板上。

下课前，可让学生上台向全班展示其作品，并说出他们感谢的人是谁。当下面的学生听到自己熟悉的老师和同学的名字，会非常兴奋。

### ☆🌙 11. Art Project: Thank-You Tree 创意手工：感谢树 ..... 189

After students have become familiar with Thanksgiving-related vocabulary, they will be able to fill in and design their Thank-You Tree. After completing the activity sheet, have students cut out the shape of the tree and glue it on construction paper. You may either use the Trees for hallway displays or encourage students to take them home as Thanksgiving decorations. Most importantly, in keeping with the spirit of Thanksgiving, provide time for students to read aloud the sentences to the class.

学生熟悉感恩节词汇后，可让他们在此页的感谢树上填写相关词汇。完成后，让学生把树剪下来贴到彩纸上。老师可将作品陈列在走廊上，或让学生带回家做成感恩节挂件。最重要的是，要让学生在班上读出他们填在感谢树上的句子。

### ☆🌙 12. Art Project: Cornucopia Feast 创意手工：牛角大餐 ..... 190

First, students should color pictures of the food items. Next, students can cut out each of the pictures and paste them inside the cornucopia. Last, students can label the food items using pinyin or Chinese characters.

学生首先对这六幅小图进行涂色，接着把它们剪下来，贴到后一页的牛角上，然后标上食物的中文名字或拼音。

### ☺ 13. Art Project: My Thanksgiving Shopping List 创意手工：感恩节购物单 ..... 192

Here is another project which allows students to practice using their Thanksgiving vocabulary words. Begin by showing students how to cut out their shopping list envelope by cutting out the entire design and folding the dotted line toward the back of the turkey. The sides can be stapled together or taped. Next, give each student a few 2"x3" cards on which they will draw and label some of the food items that they enjoy eating for Thanksgiving. Students can then volunteer to read their shopping lists by using the pattern: 我要买(wǒ yào mǎi)\_\_\_\_\_。

这个手工活动可进一步让学生巩固所学的感恩节词汇。首先，老师让学生把此页剪出，根据



虚线折叠，两边钉起，做成一个感恩节购物信封。老师给每人发一些 2"x3" 小卡片，让学生在上面画出一些感恩节事物，并标上中文。学生可把这些小卡片放到“信封”里。当学生与父母去购买感恩节大餐材料时，可把这些卡片拿出来比照。老师根据上课的时间和学生的程度，可确定每位学生卡片的数量，通常5-7张就可以了。学生做完后，可上台给全班同学看他们的购物单，并用这个句型说：我要买(wǒ yào mǎi) \_\_\_\_\_。

☆ 14. **Mini-Book: My Thanksgiving** 我的小手：我的感恩节 ..... 193

After students have cut out the pages and arranged them in order, help them to staple the pages together to form a mini-book. While students wait for you to staple the books together, they may begin to color in the pages of the book or read it independently. Next, read each page out loud with the class. Then ask for small groups of volunteers to read the book together in front of the class. You may find it helpful to use a bell to signal when they should turn over to the next page together.

学生把小书的每页剪下后，排好次序，在老师的协助下钉好。先钉好的学生可开始进行涂色。大家都做完后，老师带领全班朗读书上每句话，然后请学生每3-4人一组上台朗读。当需要翻页时，老师可用一个小铃铛提示。

○ 15. **Reading: The Story of the First Thanksgiving** 读一读：感恩节的故事 ..... 195

Thanksgiving is one of the most important holidays in America. It is a day to express our gratitude to the people we love. The story of the first Thanksgiving has been retold many times. This lesson is written in short and plain sentences. It helps advanced students to read and retell the story in a simple way. The pinyin and characters are separate so that students can read the passages without the assistance of pinyin. This experience will prepare students for reading newspapers and other authentic materials.

感恩节是美国最重要的节日之一，人们在这一天向亲友表达感谢之情。感恩节的故事大家耳熟能详，本文所用中文浅显简短，适合高年级的学生阅读和复述。拼音和中文分开的编排，促使学生在读课文时不依赖拼音，有助于提高学生阅读报纸和其他真实语料的能力。

○ 16. **Quiz: Facts About the Thanksgiving** 考考你：关于感恩节 ..... 196

The quiz assesses students' reading comprehension skills. The answers can be found in the story. 这个练习测试学生对前文的阅读理解能力。填空答案可在前文中找到。

☺ 17. **Comparison: Thanksgiving vs. Mid-Autumn Festival** 比一比：感恩节和中秋节 ..... 197

Making comparisons between two cultures is one of the 5C goals of learning a foreign language. This activity gives an opportunity for students to observe and discuss the similarities and differences between Thanksgiving (感恩节) and Mid-Autumn Festival (中秋节).

The key comparisons to make are:

1. Both holidays celebrate the harvest in the autumn.
2. Both holidays emphasize family reunion.
3. The differences are in the foods eaten and the dates on which each holiday is celebrated.

对不同语言和文化进行“比较”是外语学习5C原则之一。本页的活动可让学生对感恩节和中秋节的异同进行分析和比较。

比较重点：

相同之处：1. 都是秋天庆祝丰收的节日。2. 都看重家人团聚。

不同之处：1. 食物。 2. 日期。

## Feelings and Emotions 感觉和情绪

### 1. Vocabulary Flash Cards: Feelings and Emotions 词卡：感觉和情绪 ..... 198

Through the flash cards, students will learn basic vocabulary to express their feelings and emotions. They will also practice carrying out a simple conversation using the newly acquired vocabulary. Initiate a dialogue with the class by asking about their feelings and emotions.

“他觉得怎么样? (Tā jué de zěn me yàng?) (How does he/she feel?)”

Students may answer with the newly learned vocabulary words. For additional practice, ask a volunteer student to act out one of the feelings on the flash cards and ask the other students “Tā jué de zěn me yàng?” The student who guesses correctly can act next. After students are familiar with the drills, pair them up and let them practice the dialogues for a few minutes, taking turns at acting and guessing. If time is available, ask volunteer pairs to perform the role-play conversations in front of the class.

这些词汇可以让学生学习对自己的感觉和情绪作简单的表达。老师可以用“他觉得怎么样 (Tā jué de zěn me yàng)?”这样的句子引发相关的对话。

学生可选择刚学的词汇来回答。为提供更多练习机会，老师可让学生上台表演某一个感觉或情绪的词汇，并提问“他觉得怎么样？”

班上答对的学生可以上台接着表演。当学生对这个对话熟悉后，让他们配对自行练习几分钟。如果时间充裕，可让学生成组上台表演。

### 2. Art Project: Paper Plate Faces 创意手工：纸盘表情 ..... 200

Instructions:

1. Distribute a 9" paper plate to each student;
2. Have students draw a facial expression of their choice on the plate. Then have students copy the corresponding phrase on the back of the plate;
3. Have students paste a craft stick onto the back of the plate using glue or tape;
4. Have students practice the dialogue from the previous activity, holding up the 'faces' that they have just made.

说明：

1. 每人发一只9"纸盘。
2. 学生在纸盘上画出某种感情或情绪，然后在纸盘背面写上相应的词。
3. 将一支短棍粘在纸盘背面。
4. 学生可拿着这样的纸盘进行对话练习。

### 3. Memory Game: Feelings and Emotions 记忆游戏：感觉和情绪 ..... 201

Have students cut out the words and pictures and sort them in 3 groups, as follows: A consists of picture cards, B consists of pinyin phrase cards and C consists of characters phrase cards.

Beginner students can play the game with pinyin phrase cards and pictures (A and B).

Advanced students can play the game with character cards and pictures (A and C).

**Instructions:** Students pair up as A and B. When A holds up a (picture) card, B must call out the phrase and find the matching pinyin phrase card. For example: If A holds up a card showing a frightened child, B has to call out “害怕(hài pà)” and hold out the matching phrase card that says “hài pà”. Then B begins by holding up a pinyin phrase card, and A has to find the matching picture card.

让学生剪下卡片，按拼音、汉字和图片放成三堆。

低年级的学生用拼音卡和图片玩游戏。

中高年级的学生用汉字卡和图片玩游戏。

**活动指南：**让学生配对分演A、B角。A出示一张卡片（拼音卡或图片卡皆可），B说出词语并找出对应的卡片。例如：A出示卡片“hàipà”，B要说出“hàipà”，并找出表示“害怕”的图片。高年级的学生用汉字卡片代替拼音卡，玩法相同。

🌙 4. **Vocabulary Review: How Do You Feel If ....** 词汇练习：你觉得怎么样？ ..... 203

This worksheet provides an extension exercise for more advanced students to express their feelings and emotions on various social occasions. Read the sentences to the class and ask volunteers to respond in Chinese.

这个练习帮助中高年级的学生了解在不同的情形下如何正确使用感觉和情绪词汇。每一题的英文描述可帮助低年级学生理解。老师读出句子，请学生用中文回答。

**Cultural Link: Giant Panda 大熊猫**

😊 1. **Vocabulary Chart: Giant Panda 认一认：大熊猫** ..... 204

Before giving out this worksheet, review the names of body parts by doing TPR with the class. Then show a stuffed toy panda or a picture of a panda to discuss the body parts and colors of the panda. Distribute the worksheets and help students go over the vocabulary from 1-10 at the bottom of the page. Students can work independently by labeling the panda with the appropriate numbers and colors.

上课前，老师可以用TPR方法来复习身体部位名称。接着老师展示一只玩具熊猫或图片和学生讨论熊猫的手脚和身体的颜色。然后发给学生作业纸并提示1-10生词的发音和意思，最后学生可以独立完成指定作业并对图片进行涂色。

☆🌙 2. **Vocabulary Review: About the Giant Panda** 词汇练习：关于大熊猫 ..... 205

This is a follow-up activity after students learned about pandas in the previous page. Students may write answers either in pinyin or Chinese characters based on their ability.

此作业是前页熊猫词汇的延展练习。学生可依程度用拼音或汉字来回答问题。

🌙 3. **Poem: Giant Panda** 儿童诗：大熊猫 ..... 206

Young learners will love learning to recite this cute poem about the giant panda. Using hand motions to go along with the words will help students remember the meaning better. Keeping the beat by using rhythm sticks, a tambourine or castanets also helps to encourage all students to participate in this activity.

对于低龄的学生来说，学习这首小诗最好的方法是边说边演。老师可引导学生边读边用手鼓、响板等物打出节拍。

🌙 4. **Crossword Puzzle: Giant Panda** 填字谜：大熊猫 ..... 207

Direct students to refer to the previous vocabulary pages in order to solve this crossword puzzle. You may need to provide some hints or additional help for Clues 4, 7, and 9.

让学生们参考前面介绍过的大熊猫词汇，找出字谜答案。老师可以为#4、#7、#9提供一些线索或暗示。

🌙 5. **Reading: Facts about the Giant Panda** ① 读一读 ②：大熊猫知识 ..... 208

This list of facts for reading will help advanced students develop a deeper understanding of giant pandas. You may also wish to show a video clip about giant pandas if this is possible in the classroom setting.

这篇短文可以使高年级学生了解更多关于大熊猫的知识。老师最好能给学生播放大熊猫的录像短片。

🌙 6. **Word Search: Panda** ① 找一找：大熊猫 ② ..... 209

This activity reinforces the vocabulary learned from the reading passage.

这个找字游戏可以让学生复习在前篇短文中学到的词汇。

🌙 7. **Reading: Facts About the Giant Panda** ② 读一读 ③：大熊猫知识 ..... 210

This activity is designed to help develop reading skills on a familiar topic: giant pandas. Students will expand their knowledge of content-related words such as: endangered, bamboo forest, Sichuan, zoos and protection, etc.

此练习是为了加强学生对有关熊猫的文字的阅读能力。学生可以从本文中增加一些词汇，例如：稀有动物、四川、竹林、动物园、国宝、保护动物等。

○ 8. **Quiz: Giant Panda** 考考你：大熊猫 ..... 212

After the previous reading passage, this follow-up activity is designed to assess students' reading comprehension skills. It will also reinforce students' knowledge about giant pandas.

此作业在前面介绍熊猫的短文之后，可用来评估学生的阅读理解能力，并加强学生对熊猫知识的印象。

○ 9. **Reading: Facts About the Giant Panda** ③ 读一读：大熊猫知识 ④ ..... 213

This activity will help advanced students develop more specific vocabulary about the giant panda. You may need to explain some of the more challenging phrases such as 哺乳动物、濒危、腕骨、独居、群居, etc. It is recommended that students use a Chinese-English bilingual dictionary to help them understand the facts presented on this page.

通过这篇短文，高年级的学生可以学到一些关于大熊猫的程度较深的词汇。老师可重点解释一些较难的词，如哺乳动物、濒危、腕骨、独居、群居等。学生可借助汉英词典来阅读这篇短文。

○ 10. **Word Search: Panda** ② 找一找：大熊猫 ③ ..... 214

Help students review the vocabulary in the word bank before having students work on this Word Search.

在做这个找字游戏之前，老师可带领学生先把要找的词汇先复习一遍。

○ 11. **Essay Writing: Giant Panda** 写短文：大熊猫 ..... 215

This activity is a general review of what students have learned about giant pandas. It will help develop students' writing skills and reinforce their knowledge about giant pandas. Remind students that they can refer to the information they have learned in the previous pages if necessary.

此作业是学习熊猫知识后的总复习。它可加强学生的写作能力，并巩固他们对熊猫知识的印象。

☆🌙 12. **Art Project: Make a Paper Giant Panda** 创意手工：动手做大熊猫 ..... 216

Students will enjoy doing this hands-on activity by following the steps listed on page 216. If necessary, guide students in following the instructions, and provide assistance with stapling the plates. When students have finished the project, remind them to write their names on the back of the panda. You

may also encourage students to write some Chinese characters such as “你好”, “朋友”etc. on the panda. You can make a lovely bulletin board to display this project by making a background of rolled-up green construction paper sheets to look like bamboo and pasting each student's panda project in the bamboo forest. (See examples of past student work on p. 329)

学生根据所列步骤来完成这个手工活动。老师可以帮忙订纸盘, 并提醒他们做好后写上名字。鼓励学生在大熊猫身上写上“你好”、“朋友”等中文词。可用展板展示学生的作品, 并用绿色纸做成竹枝来装饰展板。(作品展示见p. 329)

### 13. Drawing Activity: Giant Panda Brush Painting 画一画: 大熊猫..... 217

Explain briefly to students some background on the Four Treasures of the Study to help students develop an appreciation of brush painting as part of Chinese culture. Students may first practice painting the panda on the paper towels without the ink. After they have become familiar and confident, they may paint on rice paper with ink. Black water colors and drawing paper can be used as substitutes if ink and rice paper are not available.

It is very important to reinforce the classroom rules of keeping the desk organized and clean after this project. You could ask students to leave a red thumbprint on their work. Explain that it is a Chinese tradition for painters to claim their ownership by placing a name seal or stamp on their art work. When the students have completed the painting, help them mount the paintings on construction paper and display them on the wall. (See examples of past student work on p. 328)

在做这个绘画活动前, 老师先给学生们讲解文房四宝, 加深他们对中国画的理解。先让学生们不沾墨汁在纸巾上练习画大熊猫。有把握后, 再在宣纸上用墨正式作画。也可用黑色水彩和绘画纸代替墨汁和宣纸。

绘画完毕后, 让学生整理教室, 保持整洁。老师可以帮学生在他们的作业上按上红指印, 告诉他们, 画家在画上盖名章来表示这是自己的作品, 是中国的传统。学生画好后, 老师可帮他们装裱到彩纸上, 挂到墙上展示。(作品展示见p. 328)

### Try It Out! 每月一练

#### a. Let's Talk! 说一说

Three models of dialogue are given on this page as starters. It may be necessary for you to review family member vocabulary words (see p. 167) with your students. Students will fill in the blanks with proper words of family members and numbers. After students have completed the sentences, have them try out the dialogues with a partner.

这个练习给出三个对话范例。老师先和学生一起复习“家人”词汇, 学生根据各自的具体情况完成对话。当学生熟悉这些句子后, 可进行配对练习。

1. How Many People Are There in Your Family? 你家有几个人? ..... 218
2. Do You Have \_\_\_\_\_? 你有没有 \_\_\_\_\_? ..... 218

#### ☆ b. Let's Write! 写一写..... 219

牛、羊、马、男、女、田

(For Character Writing Sheets, see pp. 320, 321. 写字练习纸见本书附录pp. 320, 321。)

# December 十二月

## December Calendar 十二月月历

### ☆ 1. Coloring Activity: Monkey King 涂颜色：孙悟空 ..... 222

This month we are introducing the beloved character Sun Wu Kong or the Monkey King as our cultural link to China. Cultural legends and folktales always inspire young children and help develop their imagination and creativity. The story of Sun Wukong is certainly among the best of all.

Begin the lesson by asking if anyone in the class has ever heard of the Monkey King. Most American children have never heard of this famous Chinese hero. You may choose to tell a story about the Monkey King from one of the many books written about him, or show a video about him. For some classes it might also be appropriate to teach the Chinese characters “孙悟空” (Sun Wukong). Any of these activities can be followed by the Monkey King coloring activity.

本月要重点介绍的是神话人物孙悟空。神话传说和民间故事往往能够激发儿童的想象力，在中国，以孙悟空为主角的《西游记》深受少年儿童喜爱。

首先老师问学生知不知道孙悟空是谁？大部份美国小孩也许不熟悉。老师可以简短地介绍孙悟空的故事，包括花果山上石头迸出，腾空出世，腾云驾雾，金箍棒等。老师在黑板上介绍“孙悟空”的名字之后再发给学生孙悟空的图画让他们涂色。经过老师介绍后，学生此时在涂色时对孙悟空将会有多一些想象。

### ☆ 2. My December Calendar 我的十二月月历 ..... 223

This calendar worksheet gives a general overview of the month's dates and important events. Through repeated practice every month, students will become more familiar with the numbers, dates, days of the week and other related words around the calendar. It also helps them recognize holidays and birthday celebrations in this month.

Combined with the coloring worksheet on the Monkey King, the December calendar chart can be used as a poster-sized calendar for display.

学生每个月都要填写一次月历，这样他们不仅可对整个月的日期、节日、生日等一目了然，也可以复习巩固数字、日期、星期的用法。

十二月介绍的人物是孙悟空。孙悟空的传奇故事家喻户晓，他也是小朋友心目中的大英雄。老师可以介绍一些图文并茂的故事书或录像带来提高学习兴趣。第222页的涂色画可供低年级的学生制作月历作为作品展示。

### ☆ 3. What's Happening in December? 十二月知多少? ..... 224

More advanced students will use this worksheet as a preview or review of this month. It helps students become more familiar with the numbers and the dates around the month of December. Sentence 6 can be used for students who might have other special days in this month. Sentence 10 is for students to indicate either a family member or a friend's birthday. They may also fill in the blank with a classmate's name whose birthday falls on this month.

这个填空练习可使学生熟悉本月的重要日子，也可加强他们对日期、星期等的掌握。关于练习中第6题，学生可以自行添加更多的特别的日子。第10题，学生可以填写家人或朋友的生日，也可填写本月过生日的同学的名字及其生日。

## Birthday 生日

Birthdays are very important and special days for young children, and provide an ideal context for teaching them the months, introducing relevant vocabulary, reviewing numbers, and comparing Chinese and American customs that surround birthday celebrations. Several suggestions for activities are given below.

过生日是小朋友最期待的日子。老师可以借此介绍和过生日相关的年、月、日等数字及文化常识。

### ☆ 1. Vocabulary Chart: Names of Months 认一认：十二个月 ..... 225

Introduce the months of the year by reviewing the numbers 1-12 in Chinese. Explain that to learn the months in Chinese, we simply add the character “月(yuè)” after each number. You may wish to prepare a set of flash cards with each month displayed in English on one side and Chinese on the other. This makes a great tool for teaching students to name the months in Chinese and English.

For further practice with the names of the months, ask each student to stand when you say the name of his/her birthday month. You can say the months in order for beginner students and in random order with more advanced students. More advanced students can be challenged to form a line in order of their birth dates, using only Chinese to communicate. In carrying out this activity, encourage students to ask questions such as, “Shéi shì \_\_\_\_\_ (month in Chinese) shēng de?” (谁是\_\_\_\_\_月生的) or “Nǐ shì jǐ yuè shēng de?” (你是几月生的?)

学生学习了一至十二月后可以进行以下几种活动：

1. 第225页的字卡游戏可以加强记忆中英文对应名称；
2. 听说能力训练：老师喊出月份名称，生日在该月的学生站起来，然后老师问“你是几月生的？”
3. 高年级的学生依生日排队，鼓励学生间对话“谁是\_\_\_\_\_月生的？”或“你是几月生的？”

### ☆ 2. Vocabulary Chart: Dates of the Month 认一认：三十一天 ..... 226

Review the numbers 1-10 in Chinese with the class, then briefly explain how the numbers 11-31 are formed. Have students practice counting from 1-31 a few times until they become familiar with the pattern. Next, ask students to use these numbers to tell their classmates the dates of their birthday, and other special holidays such as Thanksgiving or New Year's Day.

复习数字一到十，再逐渐增加到三十一。向学生提示中文数字重复一到十的规律性。学生熟练数字后，可以练习说自己的生日、万圣节、感恩节、新年等特别的节日。

### ☆ 3. Search and Color: Find the Same Month 找一找，涂一涂：相同的月份 ..... 227

This activity requires students to find and match the names of months in English and Chinese. They are then expected to color each matching pair with the same color.

找出中英文相同的月份，并涂上相同的颜色。

### ☆ 4. Birthday Challenge ①: Translate Birthdays into English 考考你 (一)：用英文写生日 ..... 228

Students like to be challenged and will enjoy completing these translation worksheets. Students



may work individually or together in small groups. If you wish to use this activity as a game, the first player or team to finish the worksheet could win a small prize or simply be rewarded with free reading or drawing time.

小朋友喜欢做和自己有关的活动。本页的这个练习很有挑战性，如果让小朋友和伙伴一起做，除了让他们感到轻松愉快之外，更能有效地达到学习的目的。做完后，老师核对答案。如果以分组竞赛方式进行，那么做对答案最多的小组获胜。

### ☆ 5. Birthday Challenge ②: Translate Birthdays into Chinese

考考你 ②：用中文写生日 ..... 229

This worksheet is for more advanced students who are more familiar with the dates in Chinese. You may wish to use this activity as a final review on the topic of calendar dates. Have students work in pairs to complete the activity.

程度较好的学生可以做此练习。这也可用来当作学习日期的总复习。最好与伙伴一起练习。

### ☆ 6. Color and Write: My Birthday Cake 涂一涂，写一写：我的生日蛋糕 ..... 230

Young children love to decorate their birthday cakes and draw candles to indicate their age. Have students take turns to say their birthdays in Chinese and share their decorated birthday cakes with the class.

小朋友喜欢在自己的生日蛋糕上涂色并加上蜡烛来表示年龄。让他们轮流用中文说出自己的生日日期，并展示自己涂色的蛋糕。

### ☆ 7. Birthday Chart 生日排行榜

Refer to the project sample on page 329. Your students and colleagues will be pleased to be included on your Chinese birthday chart. You can either make it vertically, with one long scroll for each month or horizontally with one long strip of paper stretching across for each month. If you have access to an Ellis machine you can quickly cut out birthday cakes or stars for students to decorate and place on the chart. To make it even more interesting, choose one color for staff members and different colors for students in each grade.

参考第329页的作品展示。学生和老师们都会乐意将生日记在这个中文的生日布告栏上。每月生日栏可竖行或横行。学生们可把小蛋糕图卡贴在合适的日期后面。为增加趣味，每个年级，或者学生和老师，可用不同颜色来区分。

### ☆ 8. Group Activity: Whose Birthday Is It? ① 集体游戏：这是谁的生日？ ①

To prepare for this lesson, you must have a list of each student's birthday available to you. Explain to children that when you say a date of the month in Chinese, for example, 十月十五日 (October 15th), any student(s) born on that date should raise their hands or stand. That student will then say another date, so another student will raise his/her hand or stand. Repeat until most students have had a turn.

老师念出一个日期（例如：十月十五日），如果这天是某学生的生日，他/她就举手或站起来。然后由他/她念出另一个日期，生日是那天的另一个学生再举手或站起来。依此轮流。

### ☆ 9. Group Activity: Whose Birthday Is It? ② 集体游戏：这是谁的生日？ ②

After students have filled in their birthday worksheet on page 230, post all students' worksheets on the board for the class to see (Students' names should be written on the back so no one can see

them.) Divide the class into two teams, and then invite one volunteer to the front of the class to say his/her birthday in Chinese. The first player from each team comes to the board to find the worksheet with the student's birthday. The player who finds the correct worksheet first gets a point for his/her team.

老师把学生做好的生日蛋糕（第230页）图全部贴在黑板上（学生名字写在后面）。学生分成两组。请一位学生A上来说出自己的生日，两组中的第一个学生必须在黑板上找出学生A的生日蛋糕图。做对的学生为全组得一分。

# ☆ 10. Vocabulary Flash Cards: Birthday Party 词卡：生日会 ..... 231

Refer to page 5 for notes on how to use the flash cards.

参考第5页关于词卡的使用说明。

# ☆ 11. Crossword Puzzle: Birthday Party 填字谜：生日会 ..... 232

Students can complete this fun puzzle as a follow-up activity after learning the vocabulary words related to birthday parties from the flash cards. Have students fill in the blanks with pinyin before completing the puzzle.

学完生日会的生词后，学生可以轻松地完成这个字谜。先把答案用拼音写在空格里，然后再依数字代号逐一解谜。

# ☆ 12. Mini-Book: Birthday Party 我的小书：生日会 ..... 233

Guide students in using the worksheets to make an 8-page mini-book about the preparation of a birthday party for a family member or a friend. First, have students cut, arrange in order, and staple the pages together to make a book. Then have students illustrate and color each page. Upon completion, lead the class to read the mini-book together.

这本小书是给家人或朋友的生日会准备的。学生先把图片剪下，按顺序排好，钉成小书。然后画图，涂色完成后，老师带领学生朗读小书内容。

# ☆ 13. Song: Happy Birthday 儿歌：生日快乐 ..... 235

Students already know the tune to this song and can easily substitute the Chinese words. Children love to hear this song sung to them on their special day. After the song, the class can chant, "Nǐ yí suì? nǐ liǎng suì?.....(Are you one? Are you two?....)" until they reach the number that is the age of the birthday child and he/she says, "Tíng! (stop)".

学生已经熟悉“生日快乐歌”的英文曲调，很容易改成中文。每个学生都喜欢在生日当天听到大家为他/她唱生日快乐。唱完后，大家接着问：“你一岁？你两岁？……”直到大家喊出对的年龄，过生日的学生立刻大声喊：“停！”

# ☺ 14. Art Project: Birthday Card 创意手工：生日卡 ..... 236

Use this template for students to create a birthday card for someone special. This is an excellent activity to have on hand for students who have free time at the end of a lesson. Peaches are a symbol of longevity in China, so the Chinese eat peach-shaped buns on their birthdays. Teachers may also take this opportunity to introduce the episode in the Story of Sun Wukong when he ate the Heavenly Peaches of Immortality.

如果上完课有多余时间，老师可让学生制作生日卡。在中国，桃子代表长寿。中国人在生日的场合吃寿桃包子来祝福长寿。老师也可借此机会介绍孙悟空偷吃仙桃大闹天宫的故事。

## ☆ 15. Art Project: Birthday Bookmarks 创意手工：生日书签 ..... 237

Students can use this template to make an inexpensive yet thoughtful gift that their friends will truly appreciate. Guide students to make copies of the sheet and cut out the shapes to make four bookmarks. Paste each bookmark onto a slightly longer and wider strip of colored construction paper. Next, punch a hole at the top, put a piece of yarn through it and tie a bow. As a special added feature, you can suggest that students put a stamp of the year's Chinese zodiac animal at the bottom. An appropriate sticker can also be used in place of the stamp.

学生可把生日书签制作成实惠又精致的生日小礼物送给朋友。先将书签复印再剪开成四片。将每片书签贴在较大的彩色纸上。在上端打洞，系上缎带或丝绳打结即成。另外可附加该年的生肖印章或有文化特色的贴纸。

## 16. Comparison: Birthday Celebrations 比一比：过生日 ..... 238

Discuss the similarities and differences surrounding birthday celebrations here in the United States and in China. This is also a great opportunity to discuss Chinese symbols for longevity such as peaches and noodles (寿桃和寿面). Students can also learn about the Chinese tradition of adults giving to children money enclosed in red paper packets for good luck.

讨论中国人和西方人过生日有什么相同或不同之处。例如中国人过生日吃寿桃和寿面都是代表长寿的意思。同时也可以介绍中国人过生日给红包的习俗，代表吉祥如意和好运的意思。

### Parts of the Body 身体部位

## ☆ 1. Vocabulary Chart: Parts of the Body 认一认：身体部位 ..... 239

Use TPR to identify the parts of the body in Chinese. Then read the names of the parts of the body on this chart. Students will fill in the circles with the correct numbers that refer to the parts of the body.

先用TPR全能肢体教学法来介绍身体部位。然后老师逐字介绍本页每一个部位的名称和发音。最后学生必须把代表部位名称的号码填入圆圈里。

## ☆ 2. Listen and Draw: Monster Faces 听一听，画一画：怪物长了什么？ ..... 240

This is a fun and engaging method for making an informal assessment of your students' ability to understand target vocabulary items and to make monster faces following your instructions. Make up descriptions for each face, and have students draw the monster faces. Example: Monster #1 has three big eyes, one nose, two mouths and four ears.

Students will enjoy checking their answers with each other to see if they have drawn their monster faces correctly. Encourage more advanced students to describe their drawing to the class. An alternative is for students to work in pairs or small groups and take turns making up and describing different monster faces for their friends to draw.

本活动不但活泼有趣，还可以非正式地评估学生学习成果。老师让学生依老师给的指示画出怪物的脸。例如：怪物有三个大眼睛，一个鼻子，两个嘴巴和四个耳朵等。

学生喜欢和同学交换比对自己画的怪物是否相同或不同。程度较好的学生可以描述自己的怪物图与同学分享。另外，学生也可以分成小组或与伙伴一起创作自己的怪物脸。

## ☆ 3. TPR Game: Touch Your Nose! TPR游戏：摸摸鼻子！

It's easy and fun to use TPR to introduce names for parts of the body. Model the instructions when

you first give students the instructions to touch different body parts. Then try giving the commands without doing the action to evaluate your students' progress. Encourage students by praising those who do the actions correctly.

如前文所述，用TPR全能肢体教学法来介绍身体部位。老师先示范并说明身体部位的名称。学生熟悉后，老师只说部位名称而不示范动作。老师对做对动作的学生予以鼓励。

☆ 4. **TPR Game: Teacher Says...** TPR 游戏：老师说……

Change the popular game 'Simon Says' to Chinese by using the term 'Lǎoshī shuō' (Teacher says) in place of 'Simon Says'. To play, students need to stand up and respond correctly to the command 'Lǎoshī shuō, mō mō ... (body part)'.

Children who touch the wrong body part or who touch a part of the body when the teacher does not use 'Lǎoshī shuō' as part of the command will be asked to sit down. The last student standing is the winner.

把学生熟悉的“赛门说”改成中文版的“老师说”。玩此游戏时，学生起立并回应老师的指令“老师说，摸摸头……”。做错的学生坐下。最后一个还站着的学生是赢家。

☆ 5. **Matching: Parts of the Body** 连一连：身体部位 ..... 241

Students can work individually or in pairs to read the names of body parts provided on this worksheet. They may draw a small picture next to each term and draw lines to join the Chinese terms with the English words.

学生可以分开或和伙伴一起完成这个练习。他们可以在字旁边画图并和相应的英文字连线。

☆ 6. **Word Search: Parts of the Body** 找一找：身体部位 ..... 242

Have students read the different terms below the word square before asking students to search for the pinyin terms.

让学生把字库中列出的8个拼音词汇找出来。

☆ 7. **Circle and Write: Parts of the Body** 圈一圈，写一写：身体部位 ..... 243

This activity helps students practice their vocabulary on body parts by first writing the name of each body part in pinyin and then choosing the correct picture that shows the respective body part.

Answers: Pictures 2, 1, 3, 2, 2, 1

学生首先根据中文写出身体部位的拼音，然后选出正确的图案。答案如上。

☆ 8. **Vocabulary Review: Parts of the Body** 词汇练习：身体部位 ..... 244

Students can review numbers and vocabulary on the parts of the body by completing this worksheet. Have students work individually, in pairs, or as a class. Encourage students to point to their body parts and, at the same time, read out and say the sentences on the worksheet.

这个练习可让学生复习数词、身体部位词汇，也可学习几个常用的量词。让学生单独或配对，或全班一起做这个练习。鼓励学生边填空，边指着自己相应的身体部位，把句子读出来。

☆ 9. **Role Play: Where Does It Hurt?** 角色扮演：你哪里痛？ ..... 245

In this role play activity, students work in pairs taking turns pretending to be a doctor or a patient. Encourage students to use only Chinese to speak to each other. Invite volunteers to act out their dialogues in front of the class.

You may wish to prepare the following objects as teaching materials to make this role play activity more interesting:

- penlight for looking into eyes or ears
- ice pack
- thermometer
- stethoscope
- band aids

这是一个可进行角色扮演的活动。学生可以配对轮流扮演医生和病人进行对话练习。老师可以鼓励学生到讲台前表演对话。为了增加趣味，老师可以准备下面几样物品作为道具：抬头灯、手电筒、冰袋、体温计、听诊器、绷带等。

☆ **10. Song: Two Tigers** 儿歌：两只老虎..... 246

Begin by teaching the song as it is written. Then modify it by substituting different parts of the body for 耳朵 and 尾巴. Encourage students to take turns changing the lyrics to include different body parts each time they repeat the song.

You may also choose some popular songs such as Macarena or others involving body parts to reinforce the target vocabulary words in a fun way.

先教“两只老虎”歌词里提到的身体部位，然后再用其他部位名称代替耳朵和尾巴。可以鼓励学生选择不同的身体部位来唱歌。也可选择“马卡丽娜”这首歌或其他提到身体部位的歌。

☆ **11. Art Project: Tiger Head Hat** 创意手工：虎头帽..... 247

Have students cut out the shape of the face of a tiger. Glue it onto a paper plate to make a tiger head hat. Have students put on the hat and sing the song “Two Tigers” as a class. (See examples of past student work on p. 329.)

将虎头样本剪下贴在纸盘上做成虎头帽。学生带上虎头帽一起唱“两只老虎歌”。(作品展示见p. 329。)

☆ **12. Song: Head, Shoulders, Knees and Toes** 儿歌：头、肩膀、膝盖、脚指头..... 248

Most children already know this song in English, so teachers can alternate singing Head, Shoulders, Knees & Toes in English and Chinese. Encourage the class to act out the song while singing it. Invite volunteers to perform the song in front of the class.

学生对这首身体歌已经耳熟能详，因此很容易改唱中文。唱歌时配合动作。老师也可以请自愿学生上台表演。

☆☾ **13. Rap: Parts of the Body** 说唱：身体歌..... 249

To introduce this chant to the class, we recommend that you copy the chant onto a large sheet of chart paper or poster board and laminate it. While reading the rap with the class, invite students to use body movements to make this rap more memorable and fun.

Finally, divide the class into groups, give students time to practice and allow each group to take turns performing the rap in front of the class. An optional addition to this activity would be to allow each team to vote for the performance they thought was best.

在介绍这首绕舌歌之前，建议老师制作大型海报并加塑膜。学生练习歌词时，可鼓励学生边念边加动作，以增加趣味性。可把学生分成小组，让学生先练习，然后按组上台表演，最后大家选出表演得最好的一组。

## Weather 天气

- ☆ 1. **Vocabulary Flash Cards: The Four Seasons** 词卡：四季 ..... 250

- ☆ 2. **Vocabulary Flash Cards: Weather** 词卡：天气 ..... 252

- ☾ 3. **Write and Draw: Weather Forecast** 写一写，画一画：天气预报 ..... 253

Using the vocabulary words provided in the word bank, students will create a week-long weather report. The teacher will call on volunteers to report the weather in front of the class and then the teacher can ask follow-up questions about the student's report.

让学生根据本页字库所提供的词汇，制作一周的天气预报表。老师可请学生上台做天气预报，测验学生的听力。

- ☾ 4. **Word Search: Weather** 找一找：天气 ..... 254

This worksheet will help develop student's character recognition by searching for the weather vocabulary words in the puzzle. Students must find "sunny, rainy, windy, cloudy and snowy" in the puzzle. Each vocabulary word may be repeated several times.

这个练习可增加学生辨识天气词语的能力。学生必须在方块中找出晴天、下雨天、大风、多云和下雪天。每组词语都重复多次。

- ☆ 5. **Quiz: What Month Is It?** 考考你：这是哪一月？ ..... 255

From the pictures, students will identify and write the name of each month.

学生必须根据图片辨识并写出它所代表的月份名称。

- ☆ 6. **Art Project: My Weather Wheel** 创意手工：天气轮 ..... 257

These two worksheets will make a great project for students to bring home and hang up. First students need to color and cut out the two circles. Then cut out the indicated window. Next attach the two circles with a paper fastener. Teachers may want to enlarge these two pages and use them for bulletin board display. Students can keep their weather wheel and practice with them daily.

学生可用这两页的样本制作一个很不错的天气轮。先涂色后剪下两个圆轮。把缺口处剪下，用书钉夹把两个圆轮扣紧。老师可以把图片放大制作成大型的天气轮展示在布告栏上，并指定值日生每天轮流更换天气预报。

- ☾ 7. **Rhyme: A Year Has Four Seasons** 童谣：四季歌 ..... 259

This rhyme includes three parts: Chinese characters, pinyin and English. Ask students to read the English version in order to understand the content of the rhyme. Then, the teacher leads the class to read the pinyin while pointing with their index finger word by word through the lines. After students get familiar with the rhythm and sound, the teacher leads the class to recite the rhyme. Ask students to identify some of the characters (月, 年, 一, etc.) and count the number of these words that appears in this rhyme. To wrap up, encourage volunteers to recite the rhyme in front of the class.

这篇四季歌分成三部分：汉字、拼音和英文。老师请学生朗读英文部分以便熟悉童谣内容。接着老师带领学生用手指逐字念完拼音部分。熟练以后，老师带学生背诵童谣。老师可让学生辨识“月”、“年”、“一”等字并计算出现次数。下课前请学生上台朗诵（或背诵）童谣。

## Winter 冬天

### ☆ 1. Vocabulary Flash Cards: Winter 词卡：冬天 ..... 260

Have each student cut out and separate the words and pictures. Students work in groups of 3 or 4. Each student takes turns to hold up a picture, while the rest of the group have to hold up the card with the corresponding words. The player who figures out the correct word first, gets to hold all of the cards from that round. When all the pictures are used up, the player who holds the most cards is the winner.

把词卡中的图案和文字分别剪开。学生分成3-4人一组。每个学生轮流出示图片，其他学生必须找出对应词语。先答对者可以获得这一轮其他学生的图片。最后，持有最多图片的学生是赢家。

### ☆ 2. Vocabulary Flash Cards: Winter Activities 词卡：冬日活动 ..... 261

Introduce an acting game to play in the class to familiarize students with the vocabulary in this activity. One student begins the game by miming one of the activities from the word list. The student who guesses the correct answer in Chinese gets to be the next "actor". (If a student is too shy to perform, he/she may choose another classmate to take his/her place.)

Alternatively, you may also ask one student to randomly pick a winter activity card and express his/her feelings about that activity in Chinese. Students can express their likes and dislikes by saying, "I like/don't like \_\_\_\_\_" in Chinese.

老师可以用本页的词卡来做游戏，帮助学生熟悉冬天活动的名称。先让一个学生模拟表演某项冬日活动，猜对的同学可以接着继续表演。如果不自在的话也可以请别的同学代替。另外，老师可以点名让学生随意抽出一张冬日活动的词卡并表达他/她的喜恶。例如：“我喜欢\_\_\_\_\_。”或“我不喜欢\_\_\_\_\_。”

### ☆ 3. Vocabulary Flash Cards: Clothing 词卡：衣服 ..... 262

After learning all the vocabulary on this page, the teacher will divide the class into two teams. Players on each team take turns and come to the front of the class to describe what they are wearing by saying, "Zhè shì wǒ de \_\_\_\_\_." Tally the items each student reports to get the total points they earn for their team. (See example of past student work on p. 329)

学习本页的新词语后，老师可以把学生分成两组。每组同学轮流上台描述他/她今天穿的衣服，例如，“这是我的\_\_\_\_\_。”记录学生所提到的每一样服饰，得分较多的那一组为赢家。(作品展示见p. 329)

### ☆ 4. Vocabulary Flash Cards: Winter Clothing 词卡：冬衣 ..... 263

The teacher directs students to imagine it is a cold winter day, so they have to put on winter clothing and say each item at the same time. The teacher leads students to say and act out each item by saying, "Dài/Chuān shang \_\_\_\_\_."

Then the teacher will ask students to imagine they were playing outdoors and feel very hot. The teacher then asks students to pretend to take off those winter clothing items while naming each of the item aloud. This game can be repeated several times until students get familiar with putting on and taking off clothing. It is a fun game for all ages.

先让学生想象寒冷的冬天，他们必须穿很多件冬衣。让他们一边表演“穿”一边用“戴/穿上\_\_\_\_\_。”这个句型说出每件衣物的名字。



接着让学生想象冬天做户外活动，觉得热了要脱掉几件衣服，一边“脱”时，要一边大声说出衣服的名称。这个练习可以重复多次直到学生都熟悉所有衣服名称。各年龄的学生都适合玩这个游戏。

☾○ 5. **Writing Activity: Clothing** 写一写：衣服 ..... 264

Students will refer to the vocabulary words on page 262 and complete this worksheet. They can either write pinyin or characters based on their ability.

参考第262页的词卡写出衣服名称。学生依程度不同使用拼音或汉字皆可。

😊 6. **Pinyin Practice: Clothing Scramble** 拼音练习：衣服乱了 ..... 265

Students need to unscramble the letters provided to come up with the name of a clothing item. Then, they will cross the answer out in the word bank and draw a little picture to indicate the item.

学生把字母重新组合成正确的衣物名称。在本页下面的字库中划掉对的名词，然后在小空格里画出这个衣物的示意图。

☆☾ 7. **Draw and Write: The Clothes Line** 画一画，写一写：我家的晾衣绳 ..... 266

Tell students that your family has a clothes line in their backyard. They are going to hang up clothes on it. First the teacher reviews the family member words with the class. Using this worksheet, students draw the clothing to be hung up on the clothes line for the sun to dry. Some students even include their pets' clothing to be hung up. Upon completion, students will take turns to report what they have picked by saying the sentence pattern on the worksheet.

想象每个学生家里后院都有晒衣绳。学生必须把家人的衣服挂上去。先复习家人词语，然后再做本页的练习。学生把要晒太阳的衣服画在衣夹下，然后把家人和衣服的名称写在空格里。

☆☾ 8. **Circle and Write: Winter Clothing** 圈一圈，写一写：冬衣 ..... 267

The teacher will use this worksheet to assess students' understanding of the clothing items. Students will read the characters provided on the left, fill in the blanks with pinyin and choose the right answer from the three pictures provided.

老师可用这个练习来评估学生的学习成果。学生必须认读左栏的衣物名称，写出拼音，并在右边三图中选出一个正确答案。

☆☾ 9. **Mini-Book: Snow Is Here!** 我的小书：下雪了！ ..... 268

Use worksheets on pages 268 and 269 to make a mini-book about the activities that children like to do on snowy days. First students will cut the sheet into 8 pages, arrange the pages in order and staple them together to make a book. When finished, the teacher will instruct students to fill in the missing words and color the pictures. Then, they can practice reading aloud with a partner and take their books home for further practice.

学生把第268页和269页的图画剪开制作成一本小书，题目是“下雪了”。然后老师指示学生在空格里填入适合的词语并给图画涂色。学生可以和伙伴一起练习大声朗读句子，并且带回家继续练习。（Answer key答案：图二：雪球；图四：堆雪人；图五：铲雪）

☆ 10. **Art Project: A Closet Made from a Shoe Box** 创意手工：鞋盒衣柜 ..... 270

This "show and tell" activity is a big hit with lower grade students. They enjoy opening their imitation closets and showing the class how they organize their clothing. Upon completion, students will take turns showing their closets to the class by opening each part of the closet and saying, "Zhè shì wǒ de \_\_\_\_\_" or "Zhè shì wǒ \_\_\_\_\_ (family member) de \_\_\_\_\_ (clothing)."

学生会喜欢这个鞋盒制作的小衣柜并喜欢向同学展示作品。衣柜做好后，学生轮流展示作品，并练习句子：这是我的\_\_\_\_\_（衣服名称）。或：这是我（家人）的\_\_\_\_\_（衣服名称）。

☆ 11. **Art Project: Making a Snowman** 创意手工：做雪人 ..... 271

As this is a December activity, making a snowman is seasonally appropriate and can be incorporated into the mainstream curriculum. Students draw the clothing and body parts to decorate the snowman. Provide students with materials such as felt pieces, buttons and yarn to allow them to be more creative with this project.

This project can be further extended by pasting the snowman onto a sheet of construction paper, covering the snowman with cotton balls and labeling the snowman's body parts. This would make a lovely bulletin board display.

十二月制作雪人是很配合季节和教学主题的。我们建议学生可以采用碎布、钮扣、毛线等来装饰雪人。

另外，学生可以把做好的雪人贴在图画纸上，加一些棉花球作为雪花，并标示雪人的衣物名称和身体部位。完成的学生作品可以展示在布告栏上。

## Holidays 节日

☆ 1. **Vocabulary Flash Cards: Holiday Symbols** 词卡：节日标志 ..... 272

Discuss with the class what these holiday symbols mean to them. Encourage students to share their thoughts and experiences related to these symbols. The teacher can encourage students to tell their favorite symbols or the most meaningful symbol to them or to their family members in Chinese. Through this discussion, the teacher can help students develop the concept of respect for different cultures and traditions.

和学生讨论这些节日的标志和它们所代表的意义。请学生分享个人或家人过节的经验，鼓励学生描述对于他们或对他们的家人最特别的某个节日标志。经由讨论，学生可以增长文化知识及对传统节日的了解。

☆ 2. **Vocabulary Flash Cards: Holiday Presents** 词卡：节日礼物 ..... 273

After reviewing all the vocabulary words with the class, they will participate in a very challenging game: **The Survivor: Who will get the present?**

First, ask two students to come up. The teacher will show them a picture card. The student who can name the picture in Chinese first will stay, and the other student will call another student to come up to challenge the winner before he/she goes back to his/her seat. If a student can win 3 rounds, he/she will be qualified for the final finale of this game. The teacher will write down the names of the students who will be in the final round on the board.

After the whole class has a chance to come up and participate, there will be several students ready for the finale. The teacher will call these students to come up and show them a picture card. The

student who can name it in Chinese first will get a point. When the time allotted (we suggest 2-3 mins.) for this game is over, the student who has the most points is the winner and gets a present. The teacher can prepare little toys such as Chinese yoyo, fans, shuttlecock, spinning tops or candies as prizes.

The students love this game and the teacher will most certainly get 100% attention and participation in this lesson.

**游戏：谁是最后得奖人？**

先请两个学生上台，老师给他们看一张图，先说出图画名称的学生得分。输的学生可以再指定另一个学生上来挑战。如果原先的卫冕学生连胜三次，老师把他/她的名字写在黑板上可以参加决赛。等全班学生都轮流结束初赛后，决赛的学生一起出列。老师提问，先答对的学生得分。等预定决赛的时间到了（大约2-3分钟）得分最多的学生就是最后得奖人，可以得到大奖。老师可以准备一些小奖例如：小玩具、yo-yo球、扇子、毽子、小陀螺等。

☆ 3. **Word Search: Holiday Presents** 找一找：节日礼物 ..... 274

☆ 4. **Crossword Puzzle: Holiday Presents** 填字谜：节日礼物 ..... 275

☆ 5. **Writing Activity: Holiday Presents** 写一写：节日礼物 ..... 276

Students will fill in pinyin and characters on this worksheet. Remind students to pay attention when they write the tones for each word.

根据左图提示，学生必须写出节日礼物的名称。左栏：拼音；右栏：汉字。提醒学生注意标声调。

☆ 6. **Color and Write: Gift Boxes** 涂一涂，写一写：礼品盒 ..... 277

Everyone loves to receive presents, but it is fun to give presents, too. This activity is to make a fun book to record the presents that students are going to give to their family members. The teacher needs to make enough copies for each student to make this book. Before the class starts to make the book, the teacher may need to review names of family members in Chinese with the class. Students write the person's name on the name tag in Chinese, such as 'Gěi mā ma', 'Gěi mèi mei'. Then they draw a picture and label it at the back of the gift box. The end project is to cut out each gift box and staple to make a book. Students will read their books in class and bring them home to share with their families.

每个人都喜欢收到礼物。这个活动是让学生制作送礼物的小书。老师把本页正反两面印成多份让学生依需要做成小书。学生需要先复习关于“家人”和“节日礼物”的词汇，然后在礼物的标签上和背面进行填空，接着可进行涂色并制作小书。

☆ 7. **Write and Draw: Holiday Boutique List** 写一写，画一画：节日礼单 ..... 279

Students need to refer to page 273 and a list of family members that they would like to give their gifts to.

参考第273页的礼物名称，学生在本页的空格里填写节日礼物的名称以及送礼物的家人名称。

☺ 8. **Art Project: Holiday Card** ① 创意手工：节日贺卡 ② ..... 280

Worksheets on pages 280 and 281 are art projects that students can send their best wishes and

greetings to their relatives and friends in a holiday greeting card. It is special because each card is specially designed with lucky words for that particular person. Students can even make their own envelopes using the worksheet on page 282. They can then mail their cards to someone special.

#### Instructions:

1. Fold the paper in fours to make a card;
2. Select lucky words that are best suited for the person who the card is for;
3. Write selected words in spaces provided inside the card. It is suggested to write lucky words with pinyin and English meaning. In this way, the receiver will know what these Chinese lucky words mean;
4. On the right side of the card, students can write some message to the receiver in English. For advanced students, the teacher can teach students to write sentences or greeting phrases in Chinese;
5. Color and decorate the card;
6. Use page 282 to make an envelope. It is recommended that teachers make copies on different colored paper. Students can bring home several holiday cards and envelopes to write and mail them when they are finished. (See project sample on p.330)

学生可以用第280和281页的图样制作节日卡片。卡片与众不同是因为它特别设计了中文的吉祥话。学生可以剪下第282页的图样做成配套的信封。制作方法如下：

1. 把卡片纸折成四等分。
2. 从第283页中选出合适的吉祥话。
3. 将选好的吉祥话抄在卡片上（加中文拼音和英文）。
4. 学生可附加简短的英文问候语。老师也可以指导中文好的学生书写中文问候语。
5. 涂色并装饰卡片。
6. 用第282页的模板做成信封。（建议老师将卡片和信封模板印在彩色纸上，学生可以多带几份回家写卡片。（作品展示见p. 330）

- ☺ 9. **Art Project: Holiday Card** 创意手工：节日贺卡 ..... 281
- ☺ 10. **Art Project: Holiday Card Envelope** 创意手工：贺卡信封 ..... 282
- ☺ 11. **Vocabulary Flash Cards: Lucky Words for the Holiday Card** 词卡：贺卡用字 ..... 283
- ☺ 12. **Art Project: Christmas Tree** 创意手工：圣诞树 ..... 284

#### Instructions:

1. Fold a piece of green construction paper (9"x12") in half, then in half again;
2. Draw half a Christmas tree opposite the fold;
3. Cut along the line; you should get a two-fold identical trees;
4. Staple at the center bottom of the tree trunk;
5. Spread out the four halves to make a 3-D free standing tree.

Students may draw ornaments on their trees and decorate them with glitter or sequins. (See project sample on p. 330)

制作方法如下：

1. 将绿色纸折成四等分。(如图一)
  2. 沿折边画出半边树形。(如图二)
  3. 剪出半树形，两边摊开，即成一完整树形。
  4. 在树底用订书针固定。
  5. 将四片树形摊开成一立体直立的圣诞树。
- 可在树上画一些装饰图案，或用一些亮片点缀圣诞树。(作品展示见p. 330)

## Cultural Link: Monkey King 孙悟空

- 1. **Reading: Monkey King** 读一读：孙悟空 ..... 285  
This activity is designed for advanced learners. Young children will be so amazed about the adventures of the Monkey King.  
这篇阅读材料比较适合程度较好的学生。孙悟空的故事非常吸引小学生。
- 2. **Multiple Choices: Monkey King** 选择题：孙悟空 ..... 287  
Answer Key: (1) 3      (2) 3      (3) 2      (4) 1      (5) 3
- 3. **Quiz: Facts About the Monkey King** 考考你：关于孙悟空 ..... 288  
Answer Key: (1) 西游记      (2) 变大变小      (3) 虽然，但是      (4) 正直和勇敢      (5) 花果山
- ☆ 4. **Word Search: Monkey King ①** 找一找：孙悟空 ..... 289
- ☆ 5. **Word Search: Monkey King ②** 找一找：孙悟空 ..... 290
- 😊 6. **Mini-Book: Journey to the West** 我的小手：西游记 ..... 291  
Use the worksheets on pages 291-293 to make this delightful mini-book. Your students will love it! It is appropriate for learners of all levels. To make the book, cut out the pages, put them in order and staple the pages together. Students can then practice reading and/or coloring in the pictures in their books. The pictures are well illustrated to summarize this Chinese classic literature: Journey to the West.  
学生用第291-293页的图画做成一本《西游记》的小故事书。它适合各种程度的学生。首先学生先把图画剪开做成小书。在老师帮忙订书的空档时间，学生可以在图画上涂色。等全班学生的书做好后，老师教学生逐页阅读。小书说的是《西游记》的故事。书中的图画活泼生动，文句也简单易懂。学生会非常喜欢。
- ☆ 7. **Art Project: Monkey King Mask** 创意手工：孙悟空面具 ..... 294  
Have students color and cut out this Monkey King mask. Punch a hole on both ears and thread each hole with rubber bands. They will pretend to be their hero: Monkey King. (See examples of past student work on p. 330)  
学生剪下孙悟空面具的图样，在两边耳朵上各打一个洞，绑上橡皮筋做成面具。(作品展示见p. 330)

## Try It Out! 每月一练

### a. Let's Talk! 说一说

This activity gives four dialogue models as a starter. The teacher may use one at a time to work with students in pairs. The underlined vocabulary words can be substituted with other words learned in the vocabulary lists on pages 225, 226, 252, 297, 261.

学生可以配对练习这四段小对话。对话中加下划线的词语是可以被替换的。学生可参考第225, 226, 252, 297, 261页上的词汇。

#### 😊 1. When Is Your Birthday? 你的生日是几月几日? ..... 295

Review the numbers on the calendar and practice the dialogues with a partner.

复习月历上的日期然后和伙伴练习对话。

#### 😊 2. How Is the Weather Today? 今天天气怎么样? ..... 296

Review the vocabulary words on page 252 and practice the dialogues with a partner.

复习第252页的天气词语，然后和伙伴练习对话。学生也可以用天气轮来进行此活动。

#### 😊 3. What Present Do You Want? 你想要什么礼物? ..... 297

Review the vocabulary words on page 297 and practice the dialogues with a partner.

复习第297页的节日礼物词语，然后和伙伴练习对话。

注：

如果学生中文程度佳，老师可以介绍下面句子的代换练习：

我要送领带给爸爸。 = 我要送给爸爸领带。

我要送花给妈妈。 = 我要送给妈妈花。

#### 😊 4. What Do You Like to Do in the Winter? 冬天里，你喜欢做什么? ..... 298

Review the vocabulary words on page 261 and practice the dialogues with a partner.

复习第261页的冬日活动词语，然后和伙伴练习对话。

### b. Let's Write! 写一写 ..... 299

耳、目、手、口、心、子

(For Character Writing Sheets, see pp. 320, 321. 写字练习纸见本书附录pp. 320, 321。)